Fortunate are the flexible,

they shall never be bent out of shape

State of New Jersey
Department of Education

AchieveNJ
Teach. Lead. Grow.

STUDENT GROWTH OBJECTIVES
THE CTE EDITION

Shifting Gears Conference, June, 2013

Objectives

- Discuss overview of SGO, process and timeline
- Analyze the SGO components
- Discuss/explore types of appropriate assessments for SGO's
- Develop examples of SGO's
- Discuss further development of SGO's, process & needs

Change

Law of Implementation

Calculating key components of Change

Effect of change (successful implementation) is directly proportional to interpretation and inversely proportional to resistance

Effect = Interpretation x Resistance

E = I x R

In Requiring Teachers to Develop SGOs, What Are We Asking Them To Do?

- ✓ Teach a curriculum that is aligned to standards.
- ✓ Determine the needs of students using several methods.
- ✓ Differentiate instruction based on needs of students.
- ✓ Set goals for students appropriate readiness level.
- ✓ Use quality assessments to measure student performance.
- ✓ Work collaboratively to improve student achievement.
- ✓ Formally document this process, and supported to do these things well.

State regulations require all of the following for SGO’s:

True or False?

SGO’s must:

a) be specific and measurable ____

b) measure learning between two points in time ____

c) be aligned to standards ____

d) be perfect ____

State regulations require all of the following for SGO’s:

True or False?

SGO’s must:

a) be specific and measurable	True
b) measure learning between two points in time	True
c) be aligned to standards	True
d) be perfect	False

A Student Growth Objective is…

A long-term academic goal that teachers set for groups of students. They must be:

- Specific and measureable
- Aligned to New Jersey’s curriculum standards
- Based on available prior student learning data
- A measure of student learning between two points in time

Question 8

Student "Growth"

For the purposes of SGOs, the NJDOE defines "growth" as an increase in learning between two points in time, such as that indicated by:

- Acquisition of knowledge or skill from a particular starting point or readiness level.
- Development of a portfolio indicating a change in skill or knowledge over a period of time.
- Difference in learning on pre- and post-tests.

Impact on teacher evaluation?

What percentage does the SGO rating count towards a CTE teacher's evaluation?

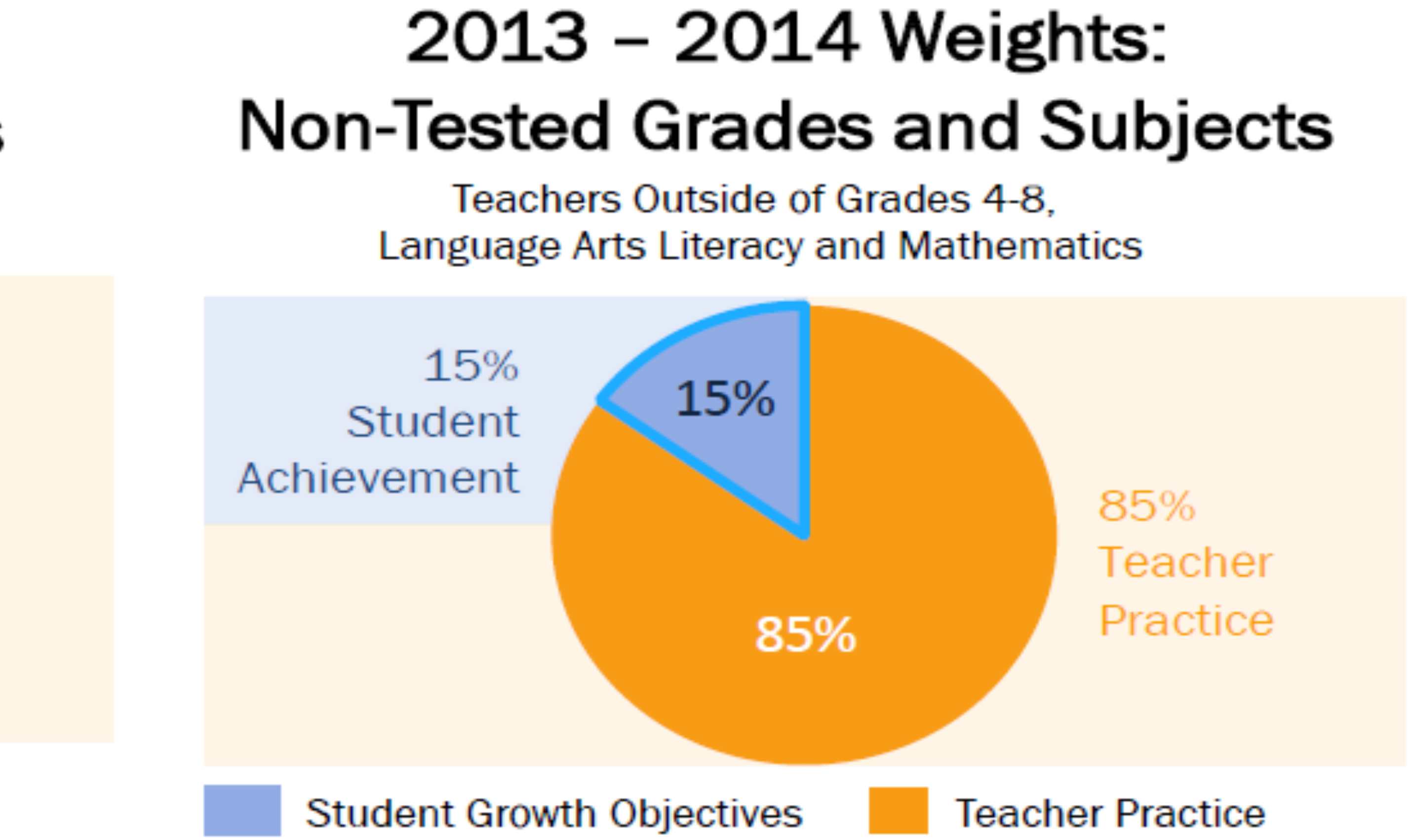
a) 10

b) 15

c) 20

d) 45

SGOs and AchieveNJ



2013 – 2014 Weights:
Non-Tested Grades and Subjects

Teachers Outside of Grades 4-8,
Language Arts Literacy and Mathematics

Question 1

CTE SGOs

How many SGOs must CTE teachers set?

a) 1

b) 2

c) Between 1 and 2 (district discretion)

d) Semester course teachers set 2, full-year course teachers set 1

SGOs in AchieveNJ - Requirements

- CTE teachers are required to set 2 SGOs developed in consultation with their Principal or Principal’s designee.
- SGOs must be aligned to NJCCCS or CCSS and measure student achievement and/or growth between two points in time.
- SGOs must be specific and measurable and based on students’ prior learning data when available.
- A teachers final SGO rating is determined by the principal.

Questions 2, 4

Distinguishing Between Types of SGOs

- **General SGOs** are broad in scope. They include a significant proportion of the curriculum and key standards, and all, or a significant number of a teacher's students.
- **Specific SGOs** focus on a particular subgroup of teacher's students, or specific content or skill.

General or Specific?

Example 1: A STEM program with two teachers focuses an SGO on the Design (problem-solving) process. The teachers collaboratively develop a portfolio assessment that requires students to demonstrate the skills of critical thinking and documentation of the problem-solving/ design process. Each teacher sets an SGO for their individual class based on pre-assessing students. Students build a portfolio throughout the year. At the end of the year, the teachers sit together and collaboratively grade the portfolios using a rubric.

General or Specific SGOs

Example 2: A Video Productions teacher teaches two sections of Intro to Video, two sections of Video 2, and one section of Video 3. They set one SGO for Intro to Video and one SGO for Video 2 (thereby accounting for assessing a majority of students. The assessments are portfolio-based and include 9.4 standards.

Example 3: A Marketing teacher has 14 students and develops a portfolio assessment. The teacher sets one SGO for all of their students based on their growth as measured by evidence of 9.4 standards documented in the portfolio.

General or Specific SGOs

Example 4: A Child Care teacher finds on the free response portion of the pre-assessment, many students were unable to write clearly and cite evidence to support their points of view. They set one of their SGOs to measure these particular skills. They address Common Core State Standards for ELA and Literacy in History/ Social Studies, Science and Technical Subjects to assist in developing appropriate activities and assessment questions.

Steps of the SGO Process

SGO framework development:

What learning should be measured during timeframe?

What should students be able to do?

What should students know?

Step 1

Determine a quality assessment aligned to NJCCCS or CCSS (choose, create or modify).

Step 2

Determine students' starting points.

Step 3

Set ambitious and achievable SGOs with the approval of the principal.

Step 4

Track progress, refine instruction.

Step 5

Review results and score in consultation with your principal/supervisor.

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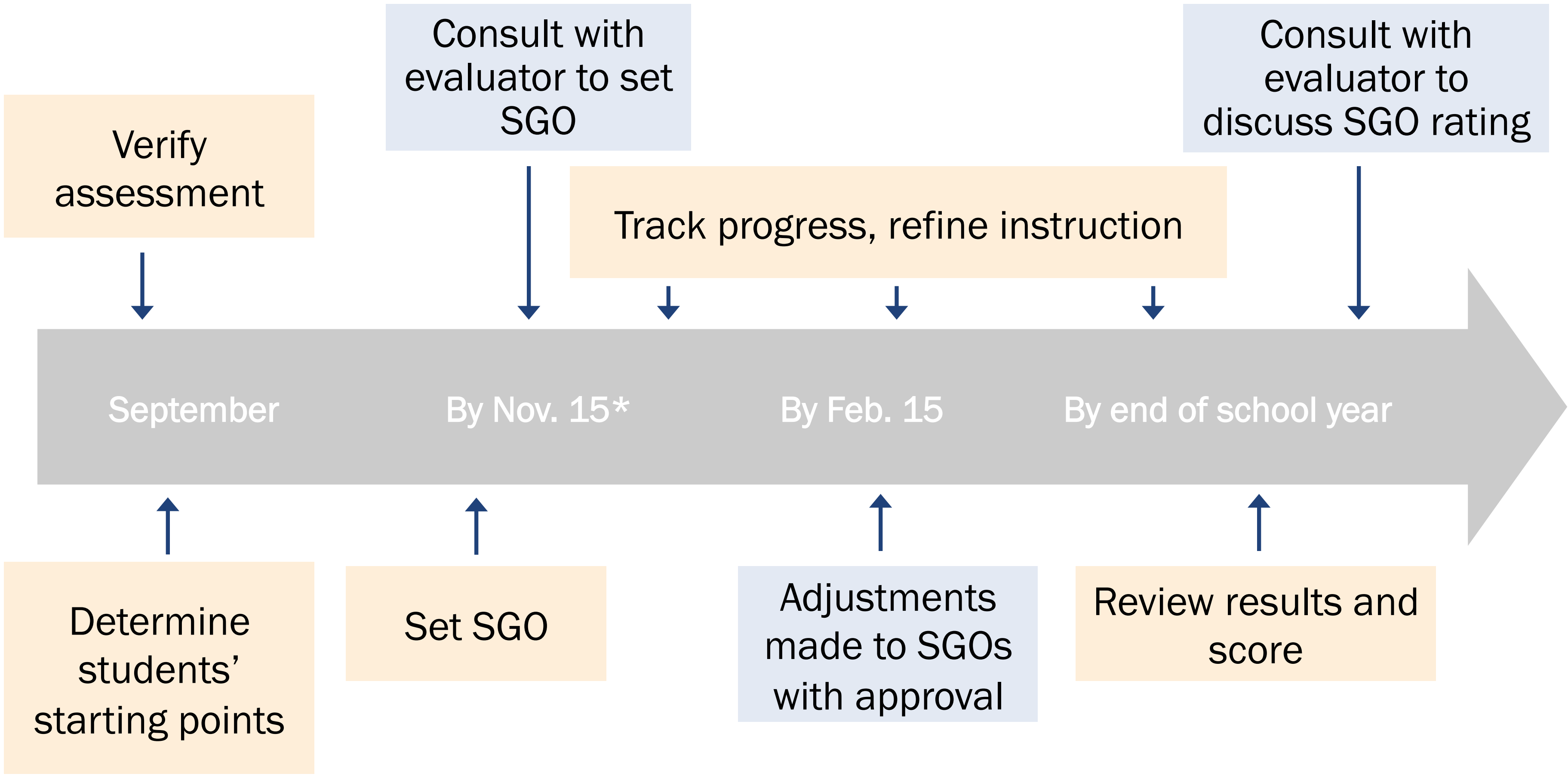
The SGO Process

Year long SGO process

Accommodate for semester courses



Consult with evaluator to set SGO

Consult with evaluator to discuss SGO rating

Verify assessment

Track progress, refine instruction

September

By Nov. 15*

By Feb. 15

By end of school year

Determine students' starting points

Set SGO

Adjustments made to SGOs with approval

Review results and score

**For 2013–14 only. In subsequent years, SGOs must be set by Oct. 15.*

SGOs and SMART goals

	Typical Usage of SMART	SGOs Must Be	SGOs Require a Teacher to
S	Specific	Specific	Describe how many students learn “what” or grow by “how much”
M	Measurable	Measurable	Compare starting points to ending points using assessments of some type
A	Achievable	Ambitious but Achievable	Determine a reasonable amount of growth according to knowledge of students
R	Relevant	Relevant	Align SGOs to standards
T	Time-related	Time-related	Set an appropriate instructional period

Grade:	Subject	Number of Students	Interval of Instruction
			Full year ☐ Semester ☐ Other ___________
Name of Assessment		SGO Type	General ☐ Specific ☐

Rationale for Student Growth Objective (Please include content standards covered and explanation of assessment method.)
Student Growth Objective
Baseline Data (Please include what you know about your students' performance/skills/achievement levels at the beginning of the year, as well as any additional student data or background information used in setting your objective.)
Scoring Plan
Objective Attainment Based on Percent and Number of Students Achieving Target Score

Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

Grade:	Subject	Number of Students	Interval of Instruction
Juniors	Dental Assisting Infection Control	15	Full year X Semester Other ___________
Name of Assessment	The Dental Assisting National Board Infection Control Exam (DANB –ICE)	SGO Type	General X Specific

Rationale for Student Growth Objective

This SGO covers all of the junior class and the following New Jersey Standards:

NJCCCS Century Life & Career Skills: 9.1.12.A.1; 9.1.4.B.1; 9.1.4.C.1; 9.1.4.F.3; 9.4.12.H.(3).4

Infection Control assessment:

Written: 200 multiple choice question,

Practical: Students will prepare various instruments/equipment for sterilization and/or disinfection.

Student Growth Objective

Written : At least 70% of the junior dental assisting students will attain a score of 500 points or above on the Dental Assisting National Board (DANB) Infection Control Exam (ICE) at the end of the junior year.

Practical: At least 70% of the junior dental assisting class will score at least 80% on each practical skill.

Baseline Data

DANB pre-assessment. Average score on the DANB written pre-assessment is 200 points. Average score on the DANB practical pre-assessment is 50%.

Scoring Plan

Objective Attainment Level Based on Percent and Number of Students Achieving Target Score				
Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
500 points on DANB	At least 80% of students	At least 70% of students	At least 55%	Less than 55% of students

<table>
<tr><td>Grade:</td><td>Subject</td><td>Number of Students</td><td colspan="2">Interval of Instruction</td></tr>
<tr><td>9-12</td><td>Architecture / Engineering</td><td>65</td><td colspan="2">Full year</td></tr>
<tr><td>Name of Assessment</td><td colspan="2">Department Developed Independent Problem Solving Rubric</td><td>SGO Type</td><td>Specific</td></tr>
</table>

Rationale for Student Growth Objective
(Please include content standards covered and explanation of assessment method.)

This SGO covers all of my students in and applies to:
NJCCCS 8.2.12.B.1, 2, and 3; NJCCCS 8.2.12.F.3; NJCCCS 4.5A; CCSS.ELA-Literacy.RST.11-12.7

Assessment Tool: Independent Problem Solving Rubric (practical and written portions)

Practical: Students are assessed on **2-3 initial design challenges early in the year and 2-3 later in the year**. I will assesses their problem solving ability and give them a score based on the rubric. There are five categories that students are evaluated on that align with the technological design loop steps. Each category has a score range of 0 to 4. Students can earn a total of 20 points for each problem solving challenge. Results on the 2-3 initial design challenges are compared to those on the later ones. The initial design challenges will begin after the design process is taught early in the school year so the students will be familiar with the categories that they are being assessed on.

Written: Along with the practical evaluation, **students will also submit a written report for each project** that documents their thought process following the design process. This will be evaluated in conjunction with the practical portion on a similar 20 point rubric, part of which addresses **common core state standards for literacy.**

FAQ’s

Will the state DOE/OCTE be developing SGO’s or assessments that will be used in similar programs across the state?

No, NJ has chosen to allow district flexibility in the SGO process and is encouraging districts to develop SGO’s and assessments of their own choosing. The OCTE would however like to communicate with districts and programs to develop a bank of these items to assist other CTE programs, instructors and administrators across the state.

How will instructors know the extent of growth that should be expected?

SGO’s should be designed from the teachers expertise with knowledge of the subject matter and students The SGO process can be adjusted and modified by February 15th with approval.

FAQ's

Should SGO's look different for students with learning disabilities?

SGO's can be developed that measure growth or mastery. Programs with a variety of learners should account for the range of starting levels students demonstrate at the beginning of the instruction and appropriately measured and evaluated at the end of the instructional timeline for all students. SGO's may be simple or tiered.

How do teachers assigned more than 2 preps determine which class to set SGO's for?

Teachers set only 2 SGO's that account for a majority of their students. It would be recommended to set SGO's that cover students through the year (one per semester if not year-long classes)

FAQ's

Can a CTE teacher develop an SGO that pertains to literacy?

Yes, literacy should be addressed in CTE, therefore one of the SGO's can address learning based on the CCSS for literacy in technical subjects and will most likely be evident in a portfolio type of assessment.

Should SGO's be set to assess the most amount of content knowledge only, similar to an end-of-program assessment or final exam?

No, SGO's can be developed in a variety of ways and could include multiple elements of assessments. Some CTE programs would benefit the students to assess a particular process (Design process, trouble shooting, or customer service) or skills that demonstrate growth of learning.

FAQ’s

Can a final exam, NOCTI or other end-of-program test be used?

These types of assessments most likely will not be ideal to measure the learning that takes place at the students expectation level or within the specified timeline. Assessments can be developed that are based on these exams but modified to assess only what the students should have learned. Also, End of Program tests are generally not disaggregated to measure appropriate expectations for participators or concentrators and would typically need to be given early for completers. However, if it fits in the timeline for completer students, it can be appropriate.

First things first, develop framework for SGO's…

- Choose a program class/CIP and begin to develop a framework of a potential SGO. You should consider whether the class is a participant, concentrator or completer level part of the program.
- Determine how the SGO should be assessed
- Write SGO information on recommended form. Please include standards covered.

Choose or Develop a Quality Assessment
3 components

1. **Assessment Scope**

   Determine the instructional period, the appropriate standards, and the educational goals that will be captured by the assessment.

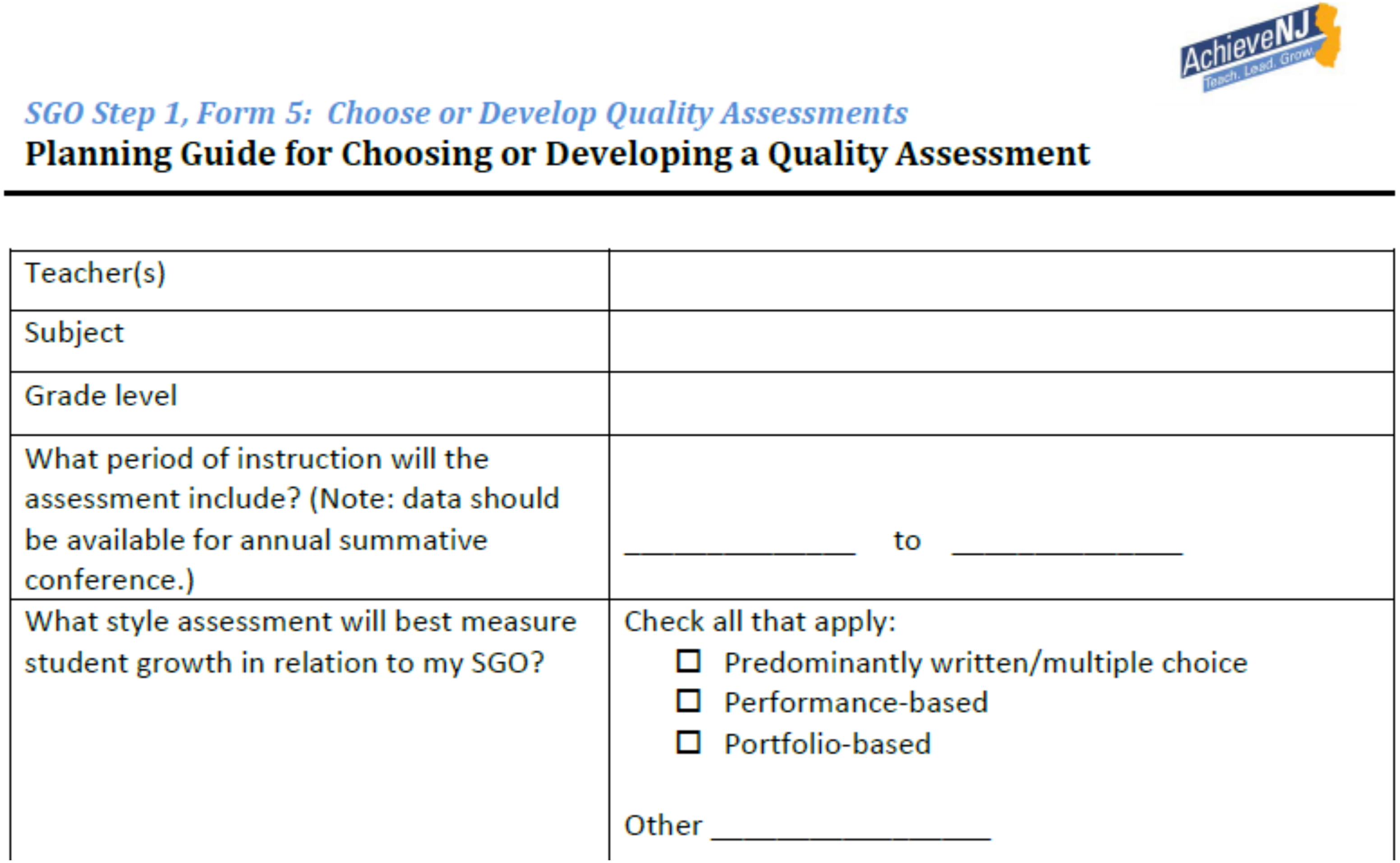
2. **Assessment Quality**

   Choose or develop an assessment, analyze for quality, and modify as necessary.

3. **Collection of Evidence**

   Ensure that scoring and administration of school-based assessments relies on valid, reliable, and practical systems.

Assessment Scope
Planning



SGO Step 1, Form 5: Choose or Develop Quality Assessments

Planning Guide for Choosing or Developing a Quality Assessment

Teacher(s)	
Subject	
Grade level	
What period of instruction will the assessment include? (Note: data should be available for annual summative conference.)	______________ to ______________
What style assessment will best measure student growth in relation to my SGO?	Check all that apply: ☐ Predominantly written/multiple choice ☐ Performance-based ☐ Portfolio-based Other _________________

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Assessment Scope

What do you want your students to DO?

9.4.12.C.(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.

9.4.12.C.(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.

9.4.12.C.(1).5 Edit audio and video productions to demonstrate basic production system skills.

9.4.12.C.(1).6 Design an audio-video production to acquire an understanding of the entire production process.

Assessment Scope
What do you want your students to KNOW?

9.4.12.B.(2).1 Describe contractual relationships established among all parties involved in the building process to ensure successful build of a project.

9.4.12.B.(2).2 Describe submittal approval procedures that ensure effective flow of information in the construction process.

9.4.12.B.(2).3 Evaluate construction subcontracts and describe their relationship to construction projects.

9.4.12.B.(2).4 Identify project turnover procedures needed to successfully manage construction projects.

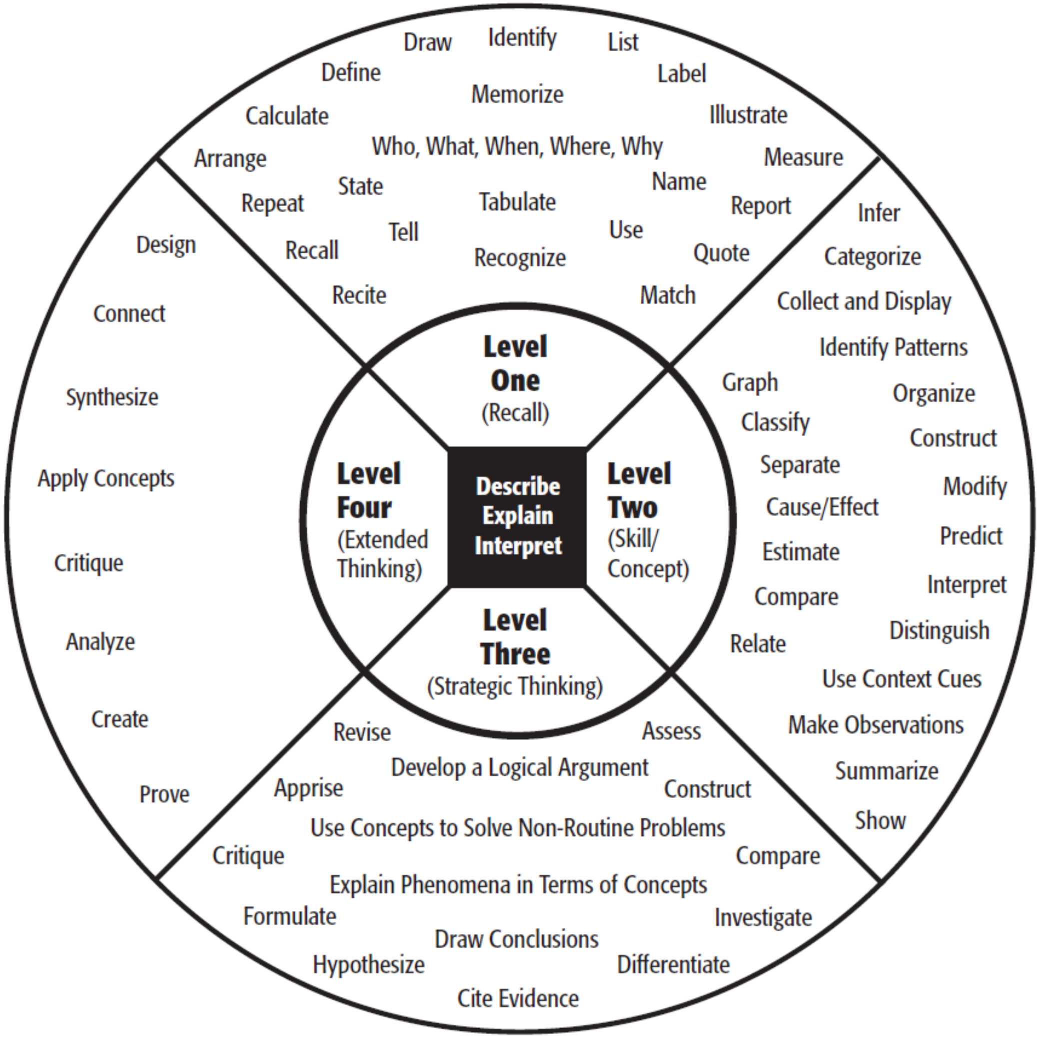
9.4.12.B.(2).5 Plan building in accordance with contracts to meet budget and schedule.

9.4.12.B.(2).6 Describe testing and inspection procedures used to ensure successful completion of construction projects.

9.4.12.B.(2).7 Assess the purpose for scheduling as it relates to successful completion of construction projects.

Assessment Quality

Depth of Knowledge



Describe
Explain
Interpret

Level One
(Recall)

Draw
Identify
List
Define
Label
Memorize
Calculate
Illustrate
Who, What, When, Where, Why
Arrange
Measure
State
Name
Repeat
Tabulate
Report
Tell
Use
Recall
Recognize
Quote
Recite
Match

Level Two
(Skill/ Concept)

Infer
Categorize
Collect and Display
Identify Patterns
Graph
Organize
Classify
Construct
Separate
Modify
Cause/Effect
Predict
Estimate
Interpret
Compare
Distinguish
Relate
Use Context Cues
Make Observations
Summarize
Show

Level Three
(Strategic Thinking)

Revise
Assess
Develop a Logical Argument
Apprise
Construct
Use Concepts to Solve Non-Routine Problems
Critique
Compare
Explain Phenomena in Terms of Concepts
Formulate
Investigate
Draw Conclusions
Hypothesize
Differentiate
Cite Evidence

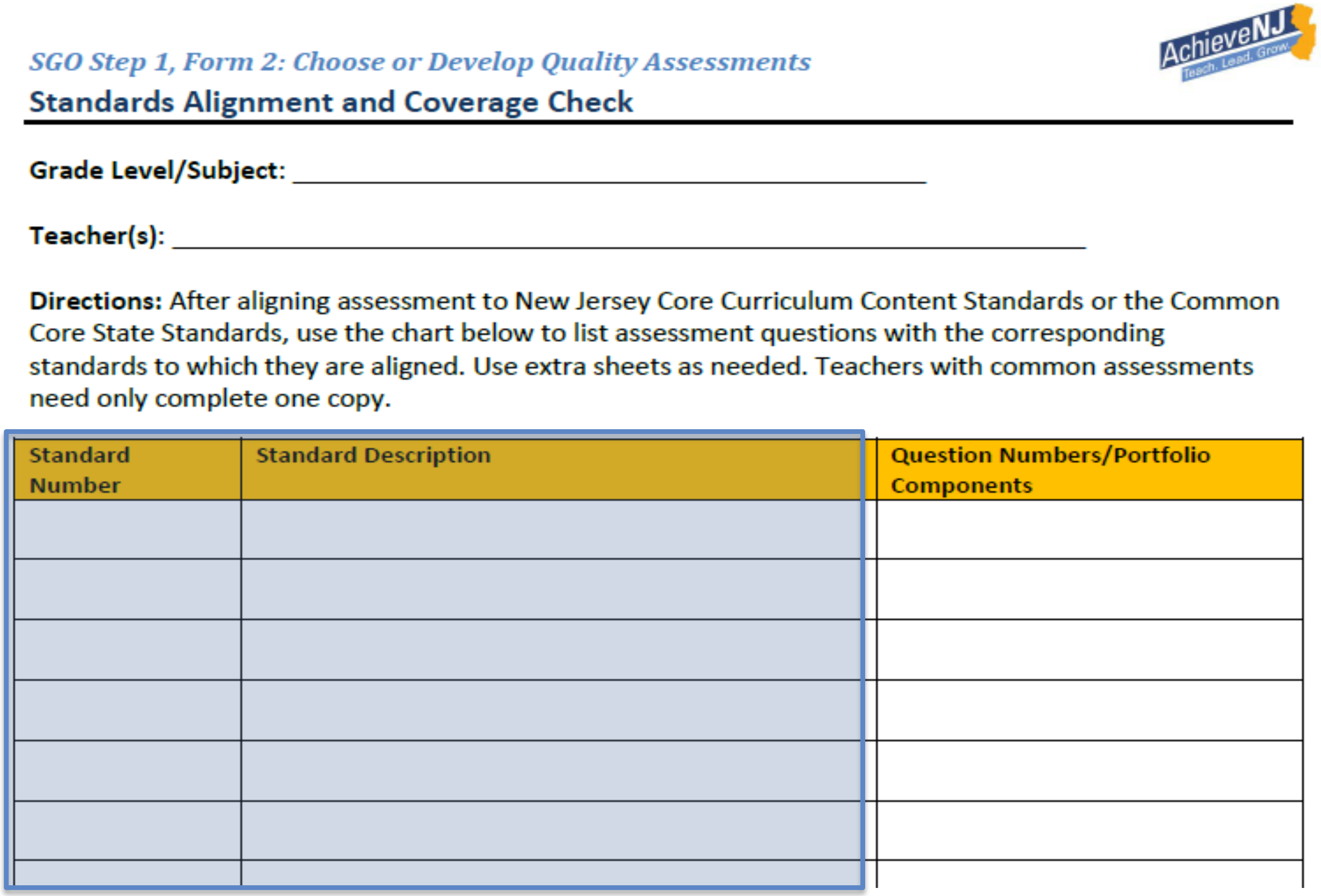
Level Four
(Extended Thinking)

Design
Connect
Synthesize
Apply Concepts
Critique
Analyze
Create
Prove

AchieveNJ
Teach. Lead. Grow.

Assessment Scope

Standards Alignment and Coverage



SGO Step 1, Form 2: Choose or Develop Quality Assessments

Standards Alignment and Coverage Check

Grade Level/Subject: ____

Teacher(s): ____

Directions: After aligning assessment to New Jersey Core Curriculum Content Standards or the Common Core State Standards, use the chart below to list assessment questions with the corresponding standards to which they are aligned. Use extra sheets as needed. Teachers with common assessments need only complete one copy.

Standard Number	Standard Description	Question Numbers/Portfolio Components

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Assessment Quality
Types of Assessments

2. Choose or develop an assessment, analyze for quality, and modify as necessary.

3 Options

- Purchase a new assessment or select an existing one
- Create a new assessment
- Modify an existing assessment (Final Exam or include in Final Grade)*

Assessment Quality

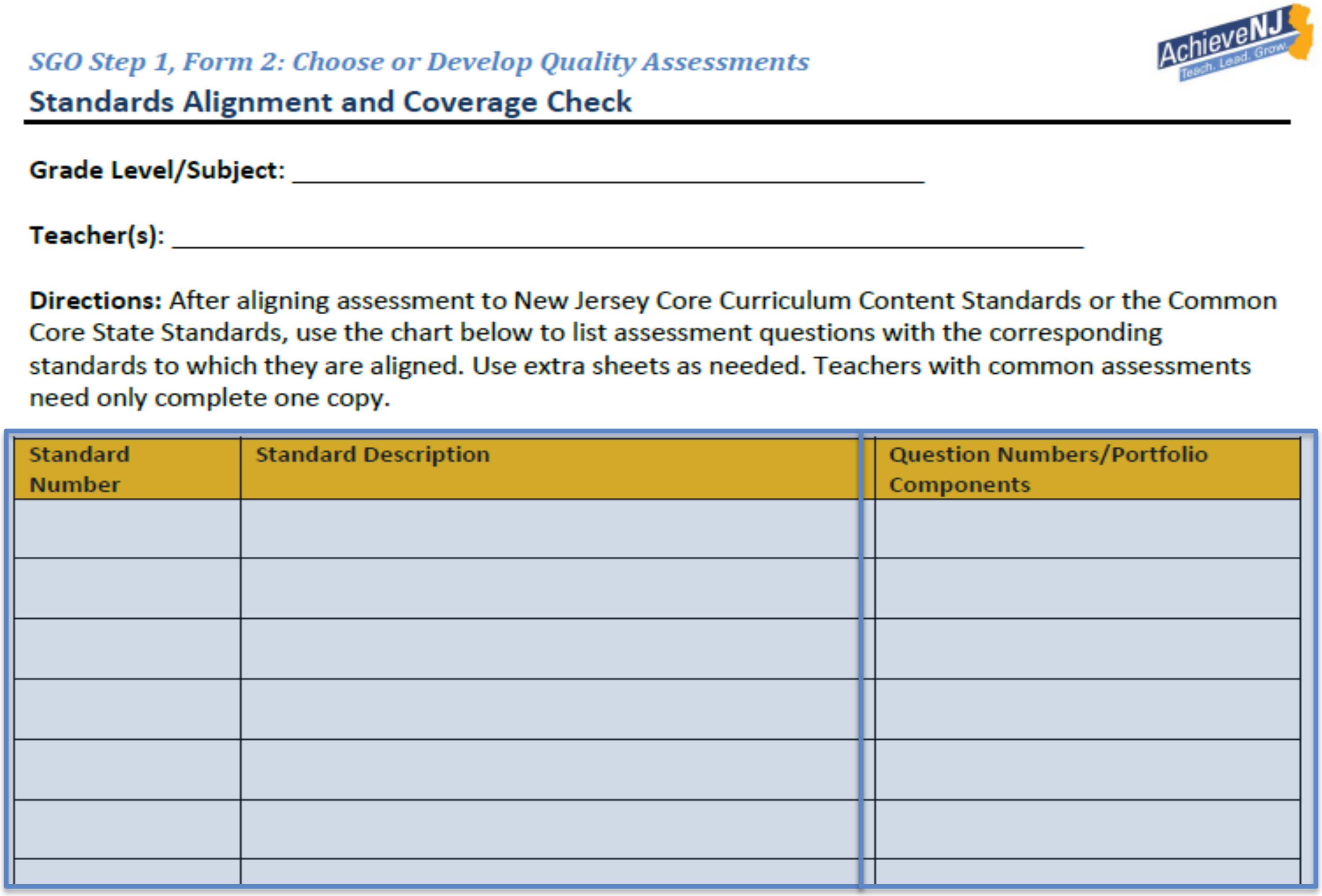
Types of Assessments

Traditional Assessments	Portfolio Assessments	Performance Assessment
• Practice tests and/or *modified* final exams	• Research and writing • Lab notebook • Portfolio of work • Project-based assessment	• Skills demonstration • Programming, designing, organizing etc. • Dramatic performance • Practical performance

SGO Guidebook pg.10 - modified

Assessment Scope

Standards Alignment and Coverage



SGO Step 1, Form 2: Choose or Develop Quality Assessments

Standards Alignment and Coverage Check

Grade Level/Subject: ____

Teacher(s): ____

Directions: After aligning assessment to New Jersey Core Curriculum Content Standards or the Common Core State Standards, use the chart below to list assessment questions with the corresponding standards to which they are aligned. Use extra sheets as needed. Teachers with common assessments need only complete one copy.

Standard Number	Standard Description	Question Numbers/Portfolio Components

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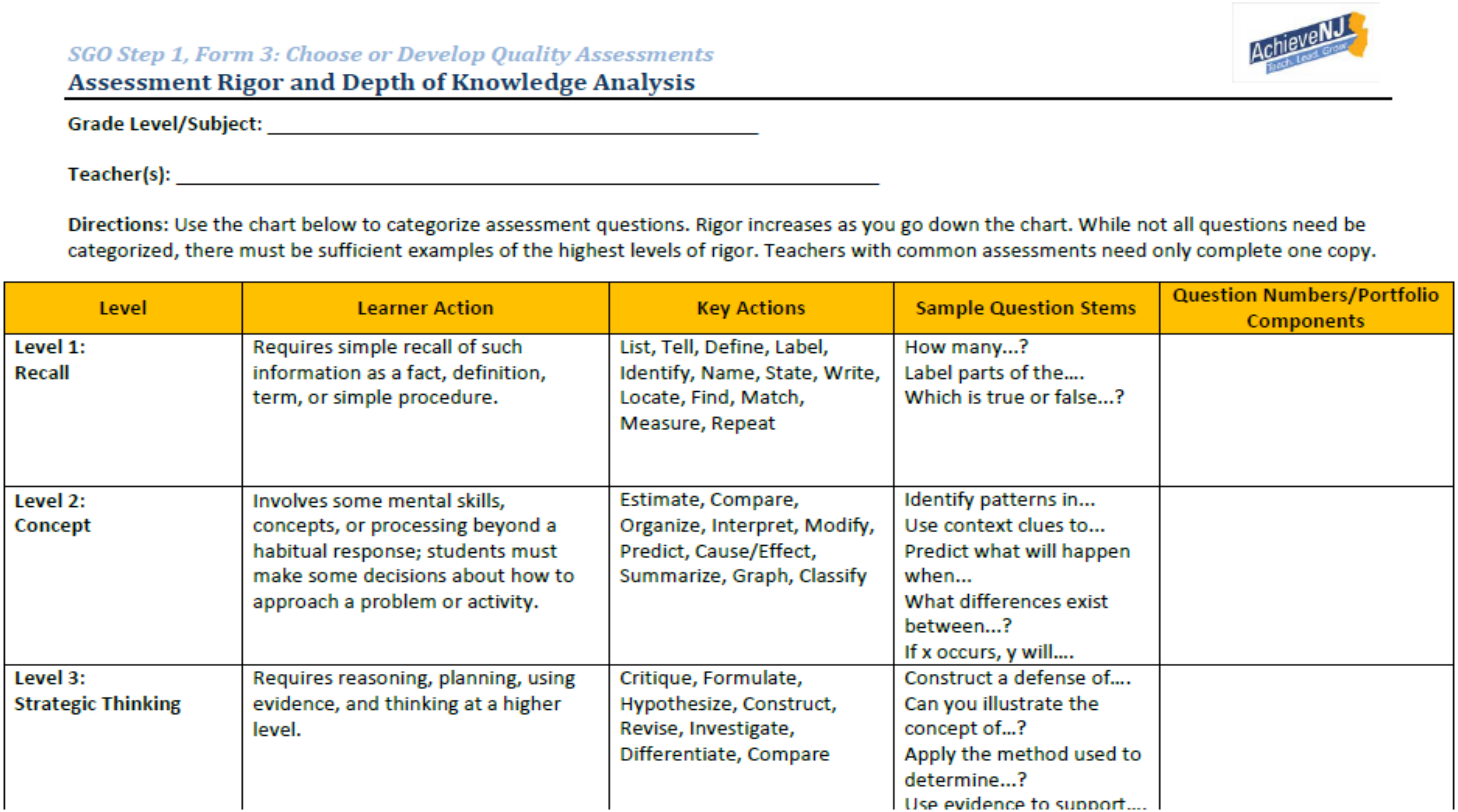
Assessment Quality
Depth of Knowledge



SGO Step 1, Form 3: Choose or Develop Quality Assessments

Assessment Rigor and Depth of Knowledge Analysis

Grade Level/Subject: ______________________________

Teacher(s): ______________________________

Directions: Use the chart below to categorize assessment questions. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of the highest levels of rigor. Teachers with common assessments need only complete one copy.

Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers/Portfolio Components
Level 1: **Recall**	Requires simple recall of such information as a fact, definition, term, or simple procedure.	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat	How many...? Label parts of the.... Which is true or false...?	
Level 2: **Concept**	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity.	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will....	
Level 3: **Strategic Thinking**	Requires reasoning, planning, using evidence, and thinking at a higher level.	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare	Construct a defense of.... Can you illustrate the concept of...? Apply the method used to determine...? Use evidence to support....	

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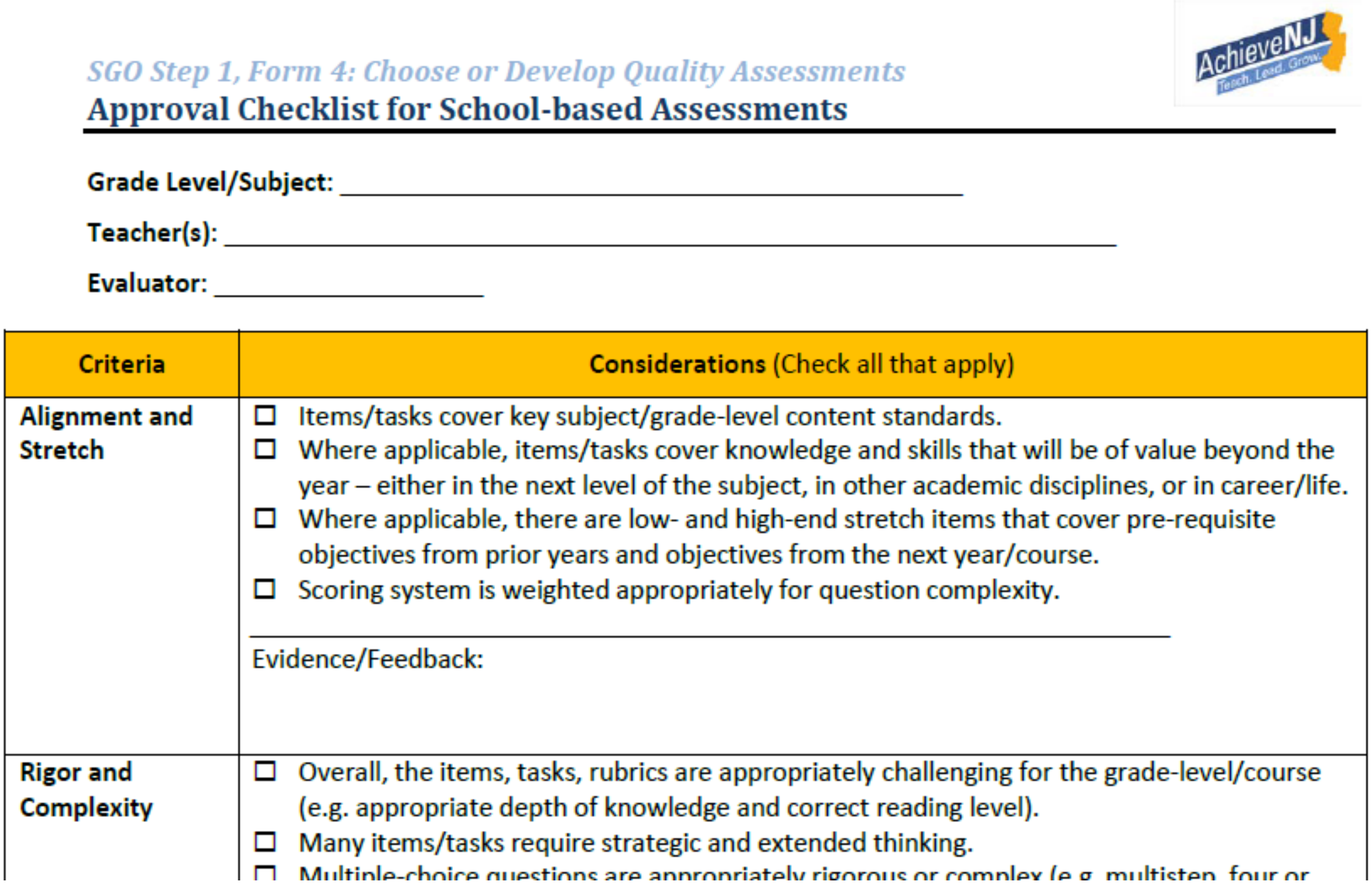
Assessment Quality
Validity and Variety



SGO Step 1, Form 4: Choose or Develop Quality Assessments

Approval Checklist for School-based Assessments

Grade Level/Subject: ____

Teacher(s): ____

Evaluator: ___________________

Criteria	**Considerations** (Check all that apply)
Alignment and Stretch	☐ Items/tasks cover key subject/grade-level content standards. ☐ Where applicable, items/tasks cover knowledge and skills that will be of value beyond the year – either in the next level of the subject, in other academic disciplines, or in career/life. ☐ Where applicable, there are low- and high-end stretch items that cover pre-requisite objectives from prior years and objectives from the next year/course. ☐ Scoring system is weighted appropriately for question complexity. Evidence/Feedback:
Rigor and Complexity	☐ Overall, the items, tasks, rubrics are appropriately challenging for the grade-level/course (e.g. appropriate depth of knowledge and correct reading level). ☐ Many items/tasks require strategic and extended thinking. ☐ Multiple-choice questions are appropriately rigorous or complex (e.g. multistep, four or

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Determine Students' Starting Points
Examples

Source of Performance Data to Determine Students' Starting Points	Examples and Notes
Results from **beginning-of-course diagnostic** tests or performance tasks	• Local-generated pre-assessment
Results from **prior-year tests** that assess knowledge and skills that are pre-requisites to the current subject/grade	• GEPA or HESPA • End of course assessments, e.g. results on previous program class
Results from **tests in other subjects** including both teacher- or school-generated tests and state tests (tests must have assessed pre-requisite knowledge and skills)	• Teacher uses results of students' prior LAL assessments if utilizing literacy SGO

Set Growth Objectives
Scoring Rubric

Attainment of Student Growth Objective			
Exceptional 4	Full 3	Partial 2	Insufficient 1
Teacher has demonstrated an **exceptional** impact on learning by **exceeding** the objective.	Teacher has demonstrated a **considerable** impact on learning by **meeting** the objective.	Teacher has demonstrated **some** impact on learning but **did not meet** the objective.	Teacher has demonstrated an **insufficient** impact on learning by **falling far short** of the objective.

Set Growth Objectives
SGO Scoring Guide

Target Score	Attainment Level in Meeting Student Growth Objective			
80% or Higher on Final Assessment	Exceptional 4	Full 3	Partial 2	Insufficient 1
Percent of Students Meeting Target	Greater than 84%	70-84%	55-69%	Less than 55%

Set Growth Objectives
Tiered SGO Scoring Guide

Groups	Target Score on Final Assessment	Objective Attainment Based on Percent of Students Achieving Target Score			
		Exceptional 4	Full 3	Partial 2	Insufficient 1
Low	70%	At least 90%	At least 80%	At least 70%	Less than 70%
Medium	80%				
High	90%				

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Track progress, refine instruction.

Final Thoughts on SGOs

- Continue focusing on things that are most important and effective for your students
- No need to re-invent, you may revise assessments already created/used
- Support each other and share!
- It should be good, but doesn't have to be perfect!

Contact

Thank You

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